**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: Native American Heritage TIME FRAME: 2 Weeks TEACHER: First Grade

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Through a variety of texts students will be able to discuss, compare and contrast various aspects of Native American Culture. Students will research and present their findings of Native American Heritage. Students will discuss and question peers to deepen understanding of Native American cultural celebrations, holidays. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.  x Students will value evidence.  x Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  x Students will use technology and digital media strategically and capably.  x Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | | **1.H.1.2** Explain the importance of folklore and celebrations and their impact on local communities. | | | | |
| **Reading**  **RL1.1** – Ask and answer questions about key details in a text.  **RI1.2-**Identify the main topic and retell key details  **RI1.4 -** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **RL1.5-** Explain major differences between books that tell and stories that give information.  **FS1.1a** – Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **FS1.2b** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.  **FS1.3b** – Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words. | |  | | --- | | **Writing** |   **W1.3 -** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  **W1.5 -** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | |  | | --- | | **Speaking and Listening** |   **SL1.1c** – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion.  **SL1.6** – Produce complete sentences when appropriate to task and situation. | |  | | --- | | **Language** |   **L1.1a -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters.  **L1.1d -** Use personal possessive and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).  **L1.1f -** Use frequently occurring adjectives.  **L1.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use end punctuation for sentences.  **L1.2e -** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  **L1.4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence –level context as a clue to the meaning of a word or phrase. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| Why do we celebrate Native American heritage month? | | | Native American heritage is celebrated to honor the culture and the contributions they made to shape our country. | | |
| How does the Native American culture compare to your culture? | | |  | | |
| How is the main idea stated in a Native American tale or legend? | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  -Students will use short vowel knowledge and blending skills to decode Native American words.  - Students will take a picture walk to interact with the text.  -During reading the teacher will use question stems to check understanding.  -After reading students will identify story elements (setting, character, etc.).  -Students will research Native Americans and use the information to create a presentation or an artifact to be presented to their peers.  -Research the local Native American tribe Haliwa-Saponi Indians and how they got their name.  -Students will identify the main idea of a story. | **Writing Tasks**  -Students will create a Native American name and explain its meaning as it relates to the earth.  -Students will create and publish their own Native American tale.  -Write an invitation inviting a friend to a Powwow.  -Students will become pen pals with another student at the local tribal school and discuss the similarities and differences in their classes.  -Students will keep a log of their dreams. | | **Discussion Tasks**  -The class will discuss Native American Celebrations and compare and contrast them to their own cultural celebrations.  -Students will discuss what it would be like to be a Native American and tell about the role they would play in the tribe.  -Bring in a class speaker/ storyteller from local tribe to discuss their culture. | | **Language/Vocabulary Tasks**  -Create a dictionary translating Native American terms to the English. (ex. maize/ corn) and illustrating it.  - Analyze photos of Native American life and write a description using adjectives.  **Vocabulary**  Legend  Tribe  Heritage  Powwow  Chief  Teepee  Wigwam  Maize  dream catcher |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| KWL Chart – Students will write what they know about Native Americans.  The teacher will do a check for understanding of short vowel knowledge. | | Student/ Teacher conferencing about projects and writing.  Students will write exit tickets summarizing what has been learned.  Parking Lot discussion board | | Rubric for Native American Presentation  Complete KWL Chart stating what has been learned from the unit. | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  My Grandmother’s Cookie Jar by Montzalee Miller  Knots on a Counting Rope by Bill Martin Jr.  When the Moon is Full by Penny Pollock  Long Night Moon by Cynthia Rylant  Let’s Read About Pocahontas by Kimberly Weinberger  Small Wolf by Nathaniel Benchley  Frog Girl by Paul Own Lewis  Celebrating the Powwow by Bobbie Kalman  The Girl Who Loved Wild Horses by Paul Goble  The Legend of the Indian Paintbrush by Tomie dePaola  Dream catchers (Author Unknown) | | | | | |
| **Notes:** [**www.scholastic.com**](http://www.scholastic.com)  [**www.ncwiseowl.org**](http://www.ncwiseowl.org)  [**www.madisonvoices.com**](http://www.madisonvoices.com)  [**www.kiddyhouse.com/Thanksgiving/Native.html**](http://www.kiddyhouse.com/Thanksgiving/Native.html)  [www.haliwa-saponi.com](http://www.haliwa-saponi.com)  [www.firstpeople.us](http://www.firstpeople.us) | | | | | |